



Planning for English Language Learners (ELL'S)

Compiled by:

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Instructor

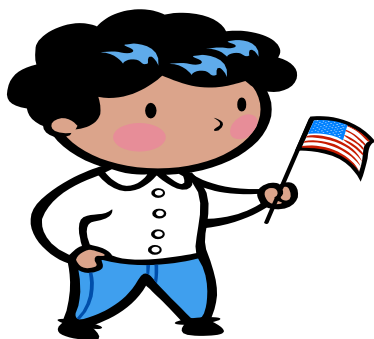
TSL4080

University of Central Florida

Pre-production: Level I

Student will:

- respond primarily nonverbally
- display limited comprehension
- internalize significant pieces of information
- not produce speech or is just beginning to put words together
- attend to hands-on demonstrations with greater comprehension
- manipulate objects or things to communicate
- observe storytelling, shared reading, chanting, singing
- rely heavily on pictures in shared reading
- respond to one or two words
- initiate conversations by pointing and using single words
- write isolated words or one-to-one words phrases with illustrations
- not apply conventions of grammar or word order



What can I do in my classroom?

- provide comprehensible input/abundant context clues using visuals, realia, manipulatives, gestures etc.
- model expected behavior
- encourage students to follow simple directions involving physical actions (TPR)
- encourage students to join in songs, chants, recitations etc.
- assist in developing phonemic awareness
- check comprehension frequently
- maintain a consistent daily schedule with regular routines
- use questioning techniques eliciting one or two words such as:
 - Is this a _____?
 - Are you hungry?
 - Did you have breakfast?
- speak at a slow pace
- use repetition
- control and simplify your vocabulary
- use simpler verb tenses such as present, simple past and future
- 90% teacher talk

Early-Production: Level II

Students will be able to:

- use some basic words and simple phrases
- express needs/preferences with routine language expressions
- listen and begin to use telegraphic speech: *"I go home now."*
- memorize rhymes, songs, chants
- manipulate objects or things to communicate
- begin to comprehend storytelling, shared reading, chanting, songs
- rely heavily on pictures in shared reading
- participate in language-experience situation
- write for themselves but begin to express their own personality and ideas
- errors often obscure meaning-verbally and in writing

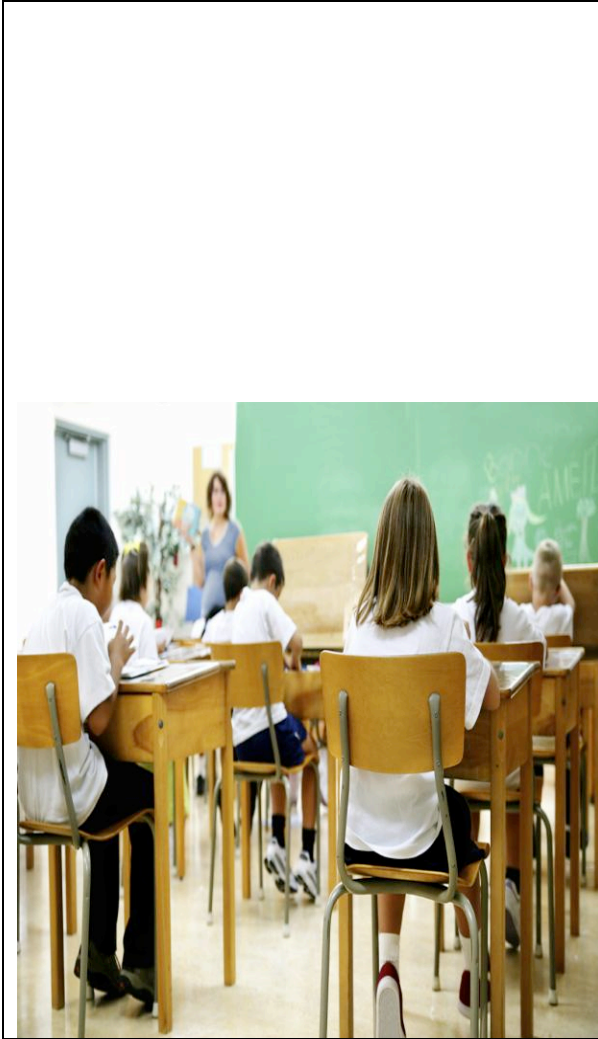


What can I do in my classroom?

- continue to provide comprehensible input and contextualizing instruction
- ask questions requiring expanded responses
- accept words and phrases initially and build towards the use of larger sentences
- provide opportunity for students to engage in social interactions
- provide age appropriate instruction in English conventions, grammar and structure
- provide focused, small group ESOL instruction each day
- utilize ESOL strategies in designing daily classroom instruction
- expect the students to start using English in the classroom
- clarify and rephrase instructions frequently
- use simpler verb tenses such as present, simple past and future
- accept words and phrases initially and build towards the use of larger sentences
- clarify and rephrase instructions frequently

Speech Emergence: Level III

Students will:	What can I do in my classroom?
<ul style="list-style-type: none"> • uses English related to simple academic tasks • participate in everyday conversation about familiar topics • produce longer, complete phrases and sentences with errors that hinder comprehension • may actively participate in shared reading/writing and guided reading • rely on high-frequency words and known sentence patterns in shared reading • write loosely connected sentences but there is evidence of emerging fluency • write simple sentences using variations of past or present tenses • usually spell commonly used/familiar words correctly and exhibit increased command of basic writing conventions such as capitalizations and periods 	<ul style="list-style-type: none"> • model standard language structures • ask questions that require phrases and sentences responses • expand student responses by modeling and extending conversations • provide frequent shared, modeled, and independent writing experiences • plan activities where language skills are developed • avoid over error correction, but, model standard language conventions • Model /direct brainstorming: Students think and share words and phrases related to a given topic • provide visuals and /or demonstrations • post vocabulary words and discuss definitions • initiate whole/small group discussions • organize "buddy" reading: Students reads assigned passage in groups of two. Fluent and non-fluent readers are paired. • initiate jump-in reading <p>direct teacher read aloud: Read aloud as students follow along.</p> <p>Check for:</p> <ul style="list-style-type: none"> • comprehension, using a variety of questioning techniques, as well as, focus on vocabulary • create a vocabulary book/glossary • model story telling • model story strips • encourage journal entries (i.e. free writing and/or pre/post reading log) • model one sentence summaries • use graphic organizers • KWL: Three columns are labeled Know, What you Want to Know and Learned. Students fill in the first two columns



before the lesson and the last after the lesson.

- limit vocabulary and spelling lists to 12 words or less and build up
- model comprehensive strategies for the students
- divide reading passages in chunks for questions, predictions and summaries
- reduce required material by eliminating non-essential text
- use directed reading, thinking and listening activities
- **Venn Diagrams:** A graphic organizer to help students compare and contrast two items. Two interlocking circles illustrate how items are alike and different

Intermediate Fluency: Level IV

Students will:	What can I do in my classroom?
<ul style="list-style-type: none"> engage in ordinary conversations with more complex sentences and phrases make errors that do not hinder comprehension may actively participate in shared reading/writing and guided reading/writing approach grade level standards in reading and writing rely heavily in context and prior knowledge to obtain meaning from print but apply with increased consistency appropriate English usage to a wide variety of literacy needs use vocabulary that demonstrates understanding of audience and purpose generally fluent but still acquiring irregular and more complex words and sentence structures 	<ul style="list-style-type: none"> analyze text to anticipate comprehension problems activate prior knowledge provide opportunities for pre-reading activities such as brainstorming and preview activities limit vocabulary and spelling lists to 12 words or less and build up model comprehensive strategies for the students divide reading passages in chunks for questions, predictions and summaries reduce required material by eliminating non-essential text use directed reading, thinking and listening activities set purpose for reading discuss previous experiences in life or literature that are related to the new lesson elicit from students current related knowledge about the topic introduce vocabulary in meaningful context use SQ3R Strategies (Anticipatory set/ During/Follow up) <ul style="list-style-type: none"> Survey: Students read titles and look at graphs, pictures, glossaries, headings and words printed on bold type to get an idea of what the material is about Question: Students establish reason for reading the material by formulating and stating several questions pertaining to the



material. They can also refer to questions provided in content area material

- **Read:** Students read the material silently to find
- answers to their questions
- **Recite:** Students give answers to the questions and summarize the material orally or in writing
- **Review:** Students review main ideas of the selections. They may choose to use a mapping activity/graphic organizer to do this
- Use cloze techniques: A systematic omission of words in paragraph/selection which are filled in by the student to indicate knowledge of word meaning/structure of context.

The purpose of this document is to help you plan for your class assignments in TSL4080 and it is intended to be a useful tool for planning lessons for your ESOL students during your internships.



K-12 ESOL Strategies for Specific Purposes: These strategies can be implemented/adapted to any subject area lesson. (Social Studies, Science, Math, Language Arts, Music, Art, Physical Education, etc.)

Classroom Practices: K-12

Develop and maintain routines:

- Set clear expectations, procedures and goals.
- Help the students anticipate what will happen, e.g., type of assignment, ways of giving instructions. Students will not rely solely on language cues.
- List and review instructions step by step. This familiarizes student with a list of instructions before the activity. This strategy is ideal for math and science lessons. This gives students a context for their work.
- Determine your top ten directions and illustrate or demonstrate them.
- Write the objectives on the board.
- Plan cooperative learning activities to include students who can help LEP students understand the concepts taught.
- Connect lessons with students' own culture or experiences.
- Check frequently for understanding.

- Avoid over-correction in errors of pronunciation, grammar and vocabulary.
- Use preferential seating.
- Reinforce effort and provide recognition
- **Write legibly** as some students have low literacy levels or are unaccustomed to the Roman alphabet.
- Assign reasonable homework and practice. Students should be able to work independently with little or no family support according to English proficiency level.
- Content must be relevant, of interest and at a level that presents a challenge to the student.
- Language learning and content learning are dependent upon each other and their integration is an essential component of sound instruction for ESOL students.

Listening and Speaking in the Content Areas

- Speak at a slow pace.
 - Use repetition.
 - Clarify and rephrase instructions frequently.
 - Recap important ideas and highlight main points.
 - Ask students to summarize passages that have been read aloud.
 - Control and simplify your vocabulary.
 - Use simpler verb tenses such as present, simple past and future.
- Accept words and phrases initially and build towards the use of larger sentences.

Use a variety of technology to support instruction:

- Books on tape or CDs
- Video
- DVDs with subtitles
- Drawings
- Photos
- Pictures
- Streamed audio
- Chants
- Music
-

Use creative drama and Total Physical Response (TPR) techniques:

- Finger plays
- Pantomime
- Puppetry
- Reader's Theatre
- Role-play
- Storytelling
- Dance and movement

Use cooperative groups and peer support:

- Group projects

■ Corners

- Teacher announces a topic and gives students a choice of four alternatives. Students then form groups in the four corners of the room and share reasons for their choice with a partner in their corner. Students realize they can be accepted while making choices that are different from their classmates.
- Steps:
 - 1) Teacher announces corners
 - 2) Students think and write
 - 3) Students go to corners
 - 4) Pairs discuss
- Have students write down the number of their choice without discussion among themselves.
- Post a title of visual in each corner of the room.
- If only one student chooses a corner, validate their choice, but ask them to choose their second favorite group.
- Give equal time to share in pairs.
 - Centers

■ Jigsaw

- A cooperative learning strategy in which everyone becomes an expert and shares his learning so that eventually all members know the content.
- Each group member is given a set of materials with paragraphs or sections numbered. Each student meets with a student who has the same assigned number in another group. This new group learns and becomes as expert on their particular piece of material. Together they plan how to teach the material to members of their original group.
- Cooperatively they meet with someone else in the class who is a member of a different learning group and has learned the same material. They share ideas as to how to best teach the material. They return to their original groups and teach their area of expertise to other group members. Students' degree of mastery of all material is assessed with the reward given to all who reach the preset criterion of

excellence.

■ Benefits:

- Develops positive interdependence
- Learning one concept builds on another

□ **Think-Pair-Share**

- This cooperative learning strategy helps students develop their own ideas and build on the ideas of others. Students reflect on a topic individually and then form pairs to discuss, review and revise their ideas to share with the class.

■ Benefits:

- Helps develop conceptual understanding of a topic
- Develops ability to filter information and draw own conclusion
- Develop ability consider other points of view

■ **Number heads**

■ **Peer tutoring**

■ **Reciprocal teaching**

■ **Field experiences**

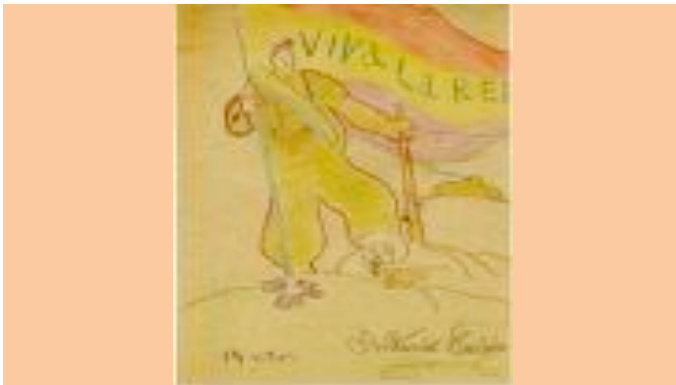
Reading in the Content Areas

- Analyze text to anticipate comprehension problems.
- Activate prior knowledge.
- Provide opportunities for pre-reading activities such as brainstorming and preview activities.

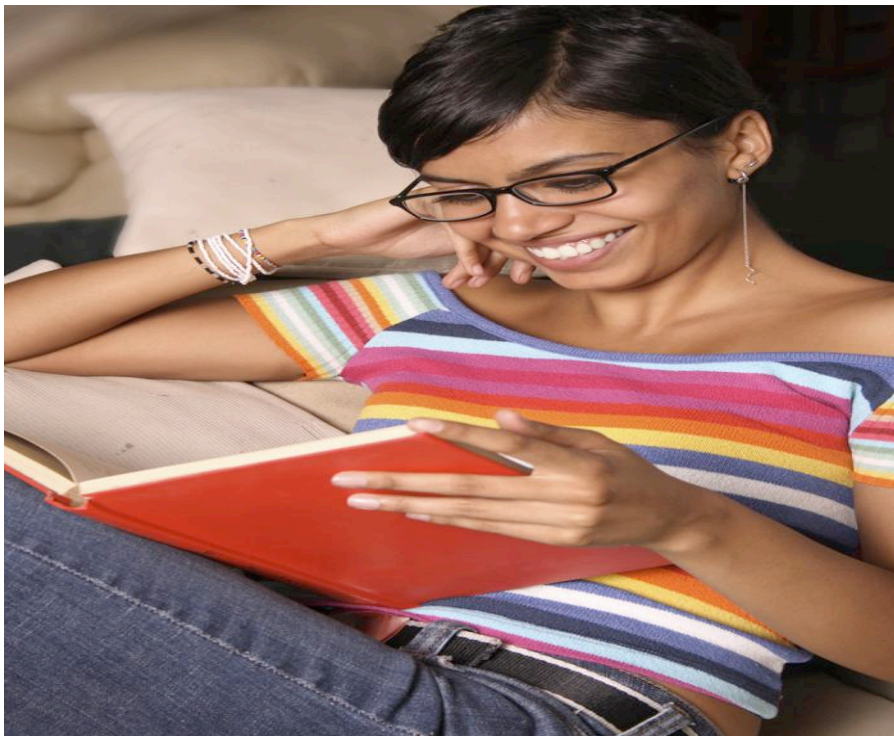
■ Use **SQ3R** Strategies (Anticipatory set/ During/Follow up)

- **Survey:** Students read titles and look at graphs, pictures, glossaries, headings and words printed on bold type to get an idea of what the material is about
- **Question:** Students establish reason for reading the material by formulating and stating several questions pertaining to the material. They can also refer to questions provided in content area material
- **Read:** Students read the material silently to find answers to their questions
- **Recite:** Students give answers to the questions and summarize the material orally or in writing
- **Review:** Students review main ideas of the selections. They may choose to use a mapping activity/graphic organizer to do this

- Limit vocabulary and spelling lists to 12 words or less and build up. Make sure that you introduce the words in context to facilitate comprehension.
- Model comprehensive strategies for the students.
- Divide reading passages in chunks for questions, predictions and summaries.
- Reduce required material by eliminating non-essential text.
- Use directed reading, thinking and listening activities.



Specific ESOL Strategies for Middle and Senior High School Students



☐ Inference:

- Brainstorming
- Concept definition map
- **QAR's:** Strategy to show the relationship that exists between questions and answers. There are four types of questions:
 - ☐ **Right There** where the answer is found in one place in the text
 - ☐ **Think and Search** where the answer is found in several places in the text students must infer from the reading and their own experiences to answer
 - ☐ **On Your Own** where the students do not need to read the passage in order to answer the question.
- Story and concept maps
- Think-pair-share
- Word map
- Word wall

☐ Compare and Contrast

- Two column notes
 - ☐ **Two-Column Note-taking** is a strategy that can take a variety of forms. Student's papers are divided in half. Then the sides are labeled with the information requested (main idea)/detail, problem/solution, opinion, hypothesis/proof, etc.
- Venn diagrams

☐ Main idea/details

- Authentic questioning
- ☐ **GIST:** The acronym stands for **Generating Interaction** between **Schemata** and **Text**. Students summarize the reading passage in a predetermined number of words, not to exceed twenty words.
 - ☐ **Generating Interaction**
 - ☐ **Schemata**
 - ☐ **Text**
- Herringbone
- Highlighting/Underlining searches for details and examples that support the topic. What is highlighted/underlined represents the reader's *judgment* of details that carry *significance* in the text.
- Learning logs
- One sentence summary
- **Reciprocal Teaching:** it is an interactive reading strategy designed to enhance the students' comprehension of the text by integrating the process of predicting, visualizing, questioning and summarizing during reading.
 - ☐ **Predicting:** students guess what the text is about based on the title or what will happen next in the selection;
 - ☐ **Clarifying:** students determine the meaning of unknown words using context clues.
 - ☐ **Visualizing:** students create mental pictures as they read;
 - ☐ **Questioning:** students develop teacher-like questions about the selection.
 - ☐ **Summarizing:** students give a brief summary of what they read.
- Story maps

☐ Author's purpose/point of view

- Learning logs
- Opinion proof notes
- Paraphrasing
- QAR-Question answer relationships
- **RAFT:** Students write from different points of view.
 - ☐ **R** represents the role of the student is taking
 - ☐ **A is the audience:** Who are they writing to?
 - ☐ **F is the form:** poem, letter song cartoon. etc.
 - ☐ **T is the topic:** What are they writing about

☐ **Synthesizing information**

- Authentic questioning
- Framed paragraphs
- Highlighting/underlining
- Learning logs
- Marginal notes
- Marginal notes allow readers to record their *connections* to the text. Marginal notes allow the reader to talk back to the text, paragraph by paragraph.

☐ **Make notes about:**

- ☐ **Sequences:** *Is there an order of events?*
- ☐ **Questions:** *Are you uncertain of the meaning?*
- ☐ **Inferences:** *What is hinted here?*
- ☐ **Implications:** *What could this lead to?*
- ☐ **Summarizing:** *What is the main idea?*
- Reader response
- Reciprocal teaching
- Think-pair-share

☐ **Evaluating information**

- Highlighting/underlining
- QAR-Question answer relationships
- Reciprocal teaching
- Reader response
- Two column notes

☐ **Cause and effect**

- Cause/effect flow chart
- Two column notes

☐ **Drafts and revises writing/ Selects and uses appropriate formats for writing**

- Compare/contrast writing formats
- Create vocabulary book/glossary
- Essay Planning Sheet
- Framed paragraphs
- GIST
- Journal writing
- One sentence summary
- RAFT
- Self evaluation and peer editing
- Sensory words
- Story telling
- Transition words
- Use of conventions
- Use graphic organizers
- Use rubrics

☐ **Analyzing literature**

- Character epithet
- Character trait web
- KWL
- Marginal notes
- Opinion proof notes
- Plot summary
- RAFT
- Reader response
- Sequence chain
- Story maps



Planning for ELL Students: ESOL Strategies

This document was compiled in such a manner to facilitate undergraduate students taking TSL4080 implement strategies in their presentations and in completing assignments for the course. This is an added list of resources used in different counties by teachers of English Language Learners (ELL's) that will help students in the College of Education enhance the use of ESOL strategies in their classrooms. Many of these strategies are explained in this document.

References:

Ariza, Eileen A.; Jones-Morales, Carmen A.; Yahya, Noorchaya & Zainuddin, Hanizah. Why TESOL? Theories and Issues in Teaching English as a Second Language with a K-12 Focus. Third Edition: Kendall/Hunt Publishing Company.

http://bilingual.dadeschools.net/BEWL/pdfs/ESOL_Strategies_Matrix.pdf

LEA (Language Experience Approach) The goal of the Language Experience Approach (LEA) is to have students produce language in response to first-hand multi-sensorial experiences. The LEA uses the students' ideas and their language to develop reading and writing skills.

[http://bilingual.dadeschools.net/BEWL/pdf/Suggested%20Strategies%20\(Pt.%201\).pdf](http://bilingual.dadeschools.net/BEWL/pdf/Suggested%20Strategies%20(Pt.%201).pdf)

ESOL Strategies

http://bilingual.dadeschools.net/BEWL/pdf/ESOL_Strategies.pdf

ESOL Strategies

http://bilingual.dadeschools.net/BEWL/pdf/Instructional_Strategies.pdf

Instructional ESOL Strategies

http://bilingual.dadeschools.net/BEWL/pdf/ESOL_Strategies.pdf

ESOL Strategies

http://bilingual.dadeschools.net/BEWL/pdf/ESOL_Functional_Levels.pdf

Functional levels.

<http://www.clayton.k12.ga.us/SecondLanguageLearning/esol/t3.asp>

Strategies: Tips for Teaching Students Who are English Language Learners.

<http://citrusgrove.dadeschools.net/downloads/ESOL%20Strategies.pdf>

ESOL Strategies: A. Methodologies/Approaches A1 Total Physical Response (TPR) A2 Frequent checking of comprehension A3 Thematic approach A4 Build background information.

<http://www.duvalschools.org/teachers/cooperativeLearning.asp>

Cooperative Learning Strategies that go hand in hand with these ESOL strategies. Use contextual clues - gestures, expressions, body language.

<http://education.ucf.edu/esol/docs/ESOLStrategiesComprehensibleInstruction.pdf>

ESOL Strategies: Comprehensible Instruction 1. Teach questioning for clarification 2. Promote cooperation (small groups) 3. Encourage self-talk.

<http://www.okaloosaschools.com/OkaloosaSchools/Employees/Teachers/ESOLEnglishforSpeakersofOtherLanguages/ESOLStrategies/tabid/242/Default.aspx>

Make use of contextual clues (gestures, expressions, body language) to facilitate understanding. Use multiple media to provide different stimuli.

<http://www.pinellas.k12.fl.us/esol/files/AE1627C51AD44B1FBECB96A502EB8C14.pdf>

ESOL STRATEGIES: CHECKLIST

<http://www.sbac.edu/~seccurr/docs/ESOLStrategies.doc>

Teachers must document their use of ESOL strategies with LEP students. They may place this list in their plan books and refer to it when documenting ESOL strategies in their lesson plans.

<http://www.sarasota.k12.fl.us/sarasota/rdgesolstrat.htm>

READING AND ESOL: Language Enriched Pupils and the Law; Definition of Terms; Instructional strategies for ESOL Students

<http://www.santarosa.k12.fl.us/langarts/ESOLStrategy.htm>

ESOL Strategies: Use contextual clues - gestures, expressions, body language. Use linguistic modifications: repetition, slow speech, restating, controlled vocabulary, and other strategies.